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ABSTRACT

This is a report on a best practices conference conducted by the New Jersey Council of Community Colleges. The conference was designed to allow the 19 state community colleges to share their most valuable innovations, programs, services, and other ideas for enhancing community college instruction, administration, and overall effectiveness. The report presents information on the following community college best practices: incorporating technology into the curriculum, designing programs to meet industry needs, finding ways to internationalize the campus, implementing community service programs, using book vouchers, designing student/staff satisfaction surveys, creating services for students with disabilities, implementing remedial education programs, creating programs to improve academic performance, making tax shelters for saving revenue, and using the Internet for marketing, public relations, and general information. The report includes examples of actual programs or services being instituted by specific community colleges in the state. It also provides contact information for various programs or services. The report offers recommendations for new features and improvements for future best practice conferences. Included is Web site information for learning more about the conference and specific best practices. (MKF)

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New Jersey's Community Colleges:

A Collection OF Best Practices

Summaries of the 2000 New Jersey Council of County Colleges Best Practices Conference

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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New Jersey's Community Colleges:

A Collection OF Best Practices

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A Collection of Best Practices

On Friday, February 23, 2001, the New Jersey Council of County Colleges hosted its first annual Best Practices Conference at Raritan Valley Community College. Featuring more than 70 presenters from each of New Jersey's 19 community colleges, the conference was designed to share the most valuable innovations and other ideas for community college instruction, administration and general "best practices."

The overwhelmingly positive response to the conference reaffirmed our belief that New Jersey's community colleges need vehicles for sharing information. We believe that this conference will become an important annual event that will allow educators, administrators and other employees to benefit from the collective knowledge of New Jersey's community colleges.

At the conclusion of the 2001 conference, we received valuable feedback for new features and improvements for future Best Practices Conferences. In addition, to further spread some of the important information that was shared at the event, we have assembled this collection of summaries from the 2001 conference. We hope that this publication will give you a sampling of the excellent information that was presented and inspire you to mark your calendar to attend our 2002 conference on April 12, 2002 at Raritan Valley Community College. In addition, this collection of Best Practice session summaries will soon be available on our Web site at www.njccc.org.

We look forward to your feedback.

Sincerely,

Dr. Lawrence Nespoli
President

County Colleges

Title: Bridging the Digital Divide

The existence of a "digital divide" has become an accepted reality for our nation, and especially for Hudson County. Stated simply, the "digital divide" is the significant gap that exists between those individuals and families that have home based computers, and therefore access to the power of the Internet, and those that do not. In most cases, this gap is measured by a community's poverty level.

Working with a core group of community based organizations the College designed a comprehensive program that would attempt to provide a bridge to personal computer technology and the Internet for many of our neediest communities. Computer Technology Centers (CTC) would be established across the county providing hardware, introductory level instruction, and open access computer time. The US Department of Education funds the project for $898,168 over three years.

The goals of the CTC project are as follows:
1. Provide opportunities for the community to use computer technology for educational and recreational self directed activity.
2. Provide computer literacy classes to enhance lifelong learning.
3. Build a sense of community and personal effectiveness.

In the initial design there were five cooperating groups: The College, Career Development Centers, the Puerto Rican Association of Community Organizations (PACO), the North Hudson Community Action Corporation, and the United Cerebral Palsy of Hudson County. Early on, the Union City Housing Authority replaced PACO. A new partner added recently is the Town of Harrison Library. At present, applications from three other town libraries are under consideration.

The CTC offers the following array of services:
1. Purchase of PC hardware – after the technical site review, the CTC will supply PC's. The sites are expected to supply all essential and necessary network wiring. All sites provided lab furniture.

2. Intro level PC instruction – Windows, Microsoft Office, and Internet. At each location a curriculum was offered that covered the basics of PC operation, followed by the basic levels of Office and ending with an orientation to the Internet. One location petitioned the Management Committee to offer a course in Spanish Literature that was aimed at raising the students' self esteem. With their enhanced PC skills the students communicated with each other on class assignments by using an internal list serv. The outcome for the class served to encourage the students to continue with their education.

3. Twenty-four hours per week of open access PC lab time.

4. Supportive services, such as transportation and childcare. While this has been an advertised service, we have yet to provide it. Perhaps this is because of the locations selected. The UCHA is a self-contained residential community, while the College makes use of its two very convenient north and central county locations.

The initial set of outcomes for the project are:
1. Establishment of a Management Team vs. Project Director model. The original design called for a program director. Budget constraints prevented us from hiring a suitable individual. In the absence of a director, the partner agencies developed an internal management committee consisting of one representative of each site and two from the college. This has proved an exceptional operational model. It will be retained with the addition of a new hire at a coordinator level.
2. Leveraging CTC project to secure other federal funding to assist one partner to renovate additional instructional space. The College worked with one of the partners to apply for a grant. This money will allow the UCHA to develop two vacant spaces that will yield additional instructional space.
3. Leveraging CTC project for funding to address identified adult literacy and ESL needs.

After assessing students' basic skills levels the college developed a proposal that was funded through the local county one-stop. Called Project Jump Start, this grant will attempt to remediate students who are intending to enroll in credit degree programs but to do so within the flexible environment of continuing education.

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County Colleges

Title: Building the Corporate University:

Two Concepts and Applications for Outreach, Business, and Community Development

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Common Themes Overview

This session presents the concepts and applications of two outcomes based on building relationships with corporations and organizations in Monmouth County. One is for a Corporate University Partnership with a local medical center. The other is a Consortium University Network of several manufacturing and distribution corporations.

Here are common themes:

1. The College serves as a resource and provider of consulting and professional development services to promote the economic and workforce development needs of the companies it serves and therefore the county.
2. The College fulfills its outreach mission through the efforts on its non-credit division for Outreach, Business, and Community Development.
3. The College initiates and fulfills a connectivity mission through the assemblage of resources, the professional guidance of key decision-makers/committees, and the alliance relationships of business, government, and education.
4. The College participates in ensuring professional and business success through supporting visions and missions of various enterprises in the community.

Building the Corporate University

In 1998, an interdisciplinary team at Bayshore Community Health System approached Brookdale to create a corporate university for non-supervisory staff. Bayshore identified a need for on-site continuing education to staff who had not undertaken further schooling, and to introduce individuals to the enjoyment of learning. Bayshore also wanted to offer a benefit to employees that would help recruit and retain staff. In the fall of 1998, Bayshore University was formally introduced as a comprehensive training program offering the opportunity for professional and personal growth and development.

This certificate program consists of six core courses along with four electives, and students must complete the program within two years. The courses include a wide range of subjects from multicultural diversity to yoga. Participation in the university is recognized as part of Bayshore's performance evaluation system. Twenty-one graduates completed the program in June 2000, and received a Bayshore University/ Brookdale Community College certificate.

The Center for Performance Improvement
A Consortium University

On Tuesday, November 23, 1999, 14 representatives of nine local manufacturing firms gathered at Air Cruisers Company in Wall Township to explore the feasibility of establishing a regional resource to promote manufacturing excellence.

This resource, spearheaded by Spencer Hoos, VP, Air Cruisers Company and Brookdale's Center for Business Services, is the initiator and provider of training, organizational consulting, and other support services in world-class practices. Acting as a source of continuing, often customized, support for industry-improvement initiatives, the Center for Performance Improvement helps local firms achieve significant business results using the techniques of world-class manufacturing.

With the ultimate goals of improving efficiency, effectiveness, productivity and profitability, one focus of the Center is to build the leadership and vision skills of key manufacturing executives so that they may lead the cultural change necessary to adapt world-class methods and practices in their organizations.

Since its formation, site visits and plant tours have been conducted at Air Cruisers, Lambda-EMI, Celwave, and Waterford Wedgwood.

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County Colleges

Title: Challenges and Opportunities of Internationalizing Your Campus

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As the world becomes a borderless society, there is scarcely a profession or trade in the United States today that is not affected, directly or indirectly, by international events. If we want to be global leaders, we need to prepare our citizens to see the world's new challenges and opportunities, think with an International mind set, act with a fresh global perspective and mobilize in culturally mindful ways.

The imperatives for global learning are as powerful as before. Some include economic competitiveness; environmental interdependence; the ethnic, national, and religious diversity of our communities, schools, and employment settings; international trade and the impact of trade on even local businesses.

Our community must realize that quality education is critical for the region, especially the promise of global opportunities. Without a skilled, competitive work force, foreign investment will not come to our counties. Capital and jobs are moving to well-educated centers within the U.S., not Mexico. Educational investment, especially in the areas of 21st century skills, is the priority, and the right educational investment remains a challenge. We all need to start acting locally and thinking globally so that we can be ready for the new challenges ahead of us in this new global economic frontier.

Information was shared with participants about how to develop and implement programs and activities within their campuses to internationalize the curricula.

For more information on Global/ International Education Resources Contact:

*Global Visions program at Raritan Valley Community College
*Center for International Business & Education at Raritan Valley Community College http://www.raritanval.edu/cce/cibe/
*NJCCIIE: NJ Global Educators Prof. Ellen Lindemann 908-526-1200x 8348 http://venus.atlantic.edu/njcciie/ (annual International education conference)

No community college or state institution has the luxury of spending significant resources on International Education unless such programs are an integral part of the institution's mission. Yet, all college faculty and students need opportunities to gain knowledge and experience in the global arena. The following resources are widely available and affordable since government funding supports them directly or indirectly:

Visiting Fulbright Scholar and Scholar Exchange Programs
[faculty and institutions]

Congress-Bundestag Workforce Solutions Programs
[student & faculty exchange]

CIEE
[work, volunteer, teaching, conferences for faculty/students]
IIE Learning Fellows Internship
[faculty]

UN Organization of the USA
[speakers, issues discussions, faculty]

USAID
[international projects]

There are also two national conferences that can spark faculty, provide network opportunities, and generate grant ideas for an institution. For the cost of registration and housing, an institution can come away with expertise and contacts from:
NAFSA Association of International Educators
[late May national conference]

ACHE
[December and April conferences]

Institutions which cannot afford to invest in their own international study abroad, faculty and professional development, or curriculum solutions can certainly benefit from memberships in the following organizations:

NJCCIHE: NJ Global Educators
(for network with international educators)
CCIS
[study abroad consortium offering more than 40 locations]

NAFSA Association of International Educators
[networking for faculty and staff]

ACHE
[good for grants and inside Washington networking]

Transitions Abroad is a bimonthly publication which contains a storehouse of information on study, work, volunteer abroad opportunities for faculty and students.

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County Colleges

Title: Community Involvement:

A Comprehensive Approach to Criminal Justice Education and Professional Development in a Suburban County

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The United States is now a suburban nation. More people live in "the middle landscape" than in either cities or rural areas. However, suburban institutional developments rarely have been adequately addressed. For example, criminal justice (CJ) literature and professional associations, as well as the public media, continue to emphasize urban and rural programs and problems. The lack of focus on suburban programs and problems is particularly vexing for a suburban community college that is charged by its governmental funding agencies, accrediting agency, and board of trustees with providing service to the local community.

This project was designed to fill the void by developing a partnership between Bergen Community College (BCC), criminal justice professionals, and others in order to improve educational opportunities in the field, augment professional development programs, enlarge public and professional understanding of suburban criminal justice, and provide outreach to area school systems, four-year colleges, and law enforcement agencies.

BCC reorganized its CJ Advisory Committee to include a more representative group of county criminal justice professionals to help guide the project. The committee and the College then developed a set of six interrelated and on-going activities to help achieve the program's goals.

The first project was an institutional self-examination. BCC invited the advisory committee to evaluate and comment on its CJ degree program (which has the highest enrollment at the College).

As a second activity, BCC and the committee focused public attention on suburban criminal justice by sponsoring a number of county-wide events. These events included Criminal Justice Career Day, which was supported by a proclamation from the county executive and featured hands-on activities demonstrating the unique role and close interrelationship of local and county CJ agencies with national, state and regional criminal justice organizations. North Jersey Newspapers, a local syndicate with a circulation of over 57,000, has agreed to publish an original series of articles on suburban criminal justice to enhance the public understanding.

The third activity linked high schools and four-year colleges to the program through a series of articulation agreements and an innovative Tech-Prep program that provided college credit criminal justice classes to area high schools through interactive television.

The fourth activity involved professional development. An agreement with the police academy granted college credit for academy training programs and linked it to BCC's four-year college articulation agreements. A

series of professional development workshops were held at the college that involved hundreds of professionals from CJ and educational agencies.

The fifth activity linked the college faculty and county criminal justice professionals to national CJ academic organizations, such as the Academy of Criminal Justice Sciences, to showcase the expertise of suburban criminal justice officials and a research dimension to the project.

Finally, BCC strengthened its academic program by recruiting local criminal justice professionals to teach at the college. At the same time, county officials have invited BCC faculty members to serve on the boards of CJ professional organizations.

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County Colleges

Title: Electronic Book Vouchers

At Raritan Valley Community College, we began using electronic book vouchers for our financial aid recipients for the Spring 2000 semester. Approximately 500 vouchers are now created electronically, leaving only about 50 to be handwritten each term. The program interfaces with the software used for point of sales and book ordering in our bookstore from Sequoia Peripherals, Inc. of California. This application is popular in many bookstores, and is used to automate functions such as cashiering and book ordering. Other county college bookstores in New Jersey may already be using this software.

The data from the SCT Banner systems were created and then manipulated by our MIS programming staff in a format that the Sequoia system would accept. This process works as follows: Awarded financial aid is applied to the student's term charges; the amount exceeding the term charges is converted into a credit balance for use in the bookstore; the credit balance is capped at $500 for nursing students and $350 for all other students.

All financial aid funds, including scholarships, grants and net amounts of student loans, are eligible for inclusion in the data extraction process. The codes for these funds are taken directly from our financial aid fund award tables. The program was manipulated to accept all newly-created fund codes to the award tables so that, as a new fund is established, the code is automatically included in the data process for electronic book vouchers.

The book voucher program is run by MIS staff late in the afternoon prior to the day classes begin. The voucher program results are then exported to the Sequoia system in the bookstore. Several reports of the results print out in the financial aid office so that each staff member can check a student name to be sure the voucher was created. All students are then referred directly to the bookstore to purchase their books and supplies and the credit is applied against their purchases. After the tenth day of class, which is also the last day to use the voucher credit, all bookstore charges are uploaded to the Banner system in batch from the Sequoia program. All financial aid funds are then disbursed in batch and refund checks are run for the students.

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County Colleges

Title: Information Sessions – Closing the Sale

At the New Jersey Council of County College's Best Practices Conference, Camden County College demonstrated its innovative recruiting techniques with "Information Sessions – Closing the Sale." Presenters included Ed McDonnell, executive dean of economic development and Karen Kozachyn, director of occupational skills, who explained the successes of Camden County College's Occupational Skills Programs.

With interest in Information Technology Careers reaching all time highs, Camden County College is responsive to industry trends and demands. The department operates with a small staff in an entrepreneurial fashion. If a class fills up, students are placed on a waiting list, and when the list reaches 12, a new class is opened. The two to three hour "Information Session" provides potential students the facts and fictions of IT certifications. The students are led through a multimedia presentation where questions are encouraged every step of the way. Often students come in with one objective in mind, and leave with a completely new career plan. The personal interactions during and following the formal session contribute significantly to the "closing" factor.

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County Colleges

Title: Innovative Curricula: The College Novel

A means to create an inquiring campus community

Using the College Novel program, Sussex County Community College unites in an effort to encourage reading as a lifelong source of pleasure and learning. Each year, faculty, students, administrators and staff select a novel that will be read by the college community. The activity is spearheaded by faculty, but includes the entire college community in its selections, activities, and discussions.

Faculty incorporate the novel in their classes across the curriculum. They attempt to capture the minds and imaginations of their students by reading the selected book. Since the entire campus is also involved, the readers, whether faculty, staff, students, or administrators, serve as role models to one another and encourage the view that reading should be an integral part of one's life. The goal of the activity is to create a reading community and encourage reading for pleasure, critical thinking, global awareness, and multicultural understanding.

Since its inception in Spring 1993, the college novel concept has not only sustained itself, it is growing to include more participants each year. Its key achievement has been to create a reading community that finds pleasure and stimulations through reading a novel. Faculty development occurs as the faculty redesign courses to include the novel, create ideas for using the novel across the curriculum, and meet with colleagues from all campus constituencies to discuss and interact with the novel. Workshops, colloguqies, lectures (inside and outside the classroom) support the central purpose of this ubiquitous activity, which connects a community of readers in pleasurable, thought-provoking, and mind-extending reading.

For more information, visit the Sussex County Community College web page, www.sussex.cc.nj.us, and click on College Novel.

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Title: Innovative Curricula: Digital Media in the Classroom

County College of Morris's (CCM) Department of Media is a dual-mission department providing three academic programs and instructional and telecommunications support to its community. Its three academic programs are an A.A. degree in Media Studies—Broadcasting, an A.A.S. degree in New Media Technology, and a Certificate in New Media. Each of these programs has benefited from an infusion of technology dollars provided by the college's commitment to bringing the campus into the digital world.

Through strategic planning, CCM has developed a road for the future. Strategic planning is done in three-year cycles (the college is currently in the first year of its second three-year plan). The plans schedule replacements for and upgrades to current systems, acquisition of new systems and equipment, and forecast and plan for future technological advances.

Specifically, the Department of Media recognized its responsibility to address the need for skilled workers in today's and tomorrow's technology-driven workforce. Courses providing instruction in the use of digital equipment and related software programs were developed and implemented. The courses include Multimedia I & II, Computer Graphics for TV & Other Media, Digital Media Production, Multimedia With Macromedia, Multimedia Authoring & Design, and Videographics/Animation. These courses are required as part of the A.A.S. in New Media Technology and serve as electives in the A.A. in Media Studies—Broadcasting and Certificate in New Media.

Majors in the Department of Media's programs and courses enter a digital environment in the Media complex of the college's learning resource center. The Media complex is comprised of two fully-equipped television studios, two control rooms, a multi-format editing suite, computer laboratory, 3-D animation gallery, and educational access channel transmission area. Each of these areas provides students with access to state-of-the-art equipment for a variety of media production—text, graphics, video, and audio. In addition to equipment, students are given expert instruction in software tools used in media production—television, audio CD, data CD, DVD, scanning, and digital photograph and videography. Design principles and techniques appropriate for pre-production, production, and post-production are also integrated into the teaching/learning cycle.

The ultimate goal of the department's programs is to provide students with the knowledge and skills they will need to succeed in their pursuit of continued education or in entering the workforce. Student participation in internships and cooperative education and the development of individual portfolios aid them in attaining their goals.

To support project and portfolio development, the Department of Media makes available a variety of digital equipment for checkout and use by students. Equipment available for student use includes Canon DV camcorders, an Olympus digital camera, Iomega external ZIP drives, Gateway Solo laptops, and Sharp video/data projectors.

In its sixth year of operation as a dual-mission department, the Department of Media continues to meet the demands of the community it serves and the demands imposed by living in a digital world.

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County Colleges

Title: Innovative Curricula: School Counts!

Passport for Career Success

Cumberland County business and education leaders launched an innovative program linking academic performance with future career opportunities. Faced with a disconnect between students' lack of understanding of the importance of doing well in school and employment success, business and educational leaders formed an alliance under the leadership of Cumberland County College to solve the problem of workforce preparedness. Reliability, conscientiousness, and achievement were skills identified by the education and business sectors as keys for success in both school and at work. A new passport acknowledging competency in these skills is now being required by the majority of county employers as a prerequisite for part-time and full-time employment. Awarded by secondary schools in the county, the School Counts! Certificate tells prospective employers that the applicant is reliable, conscientious, and a hard worker.

High school students can earn the School Counts! Certificate at school. The certificate validates that the student has:

- Obtained a grade of "C" or better in every course.
- Attended school and was punctual 95 percent of the time.
- Completed or is scheduled to complete high school in eight consecutive semesters.
- Took more than the minimum graduation requirements.

The student presents the certificate to the employer at the interview proving that he/she has shown strong performance in high school.

The School Counts! Program has received positive feedback from educators and employers alike. Educators like that the School Counts! Program:

- Links school performance to career growth
- Establishes a common definition of acceptable school performance.
- Gains countywide support for what the school systems are doing.

Employers have found that the School Counts! Program has helped them:

- Eliminate the challenges of high school transcripts
- Establish a more substantive selection criteria
- Provide a definitive measure of workforce readiness

Educators and employers jointly believe that the School Counts! Program is an important part of student achievement.

Cumberland County business and educational leaders only see continued success for their program. Some of the benchmarks that the program will attempt to achieve in the future are:

- Enrolling 95 percent of county employers
- Beginning to educate students at the elementary level
- Partially eliminating unprepared workforce syndrome
- Increasing business and education cooperation and alliances
- Providing scholarships for students

With the School Counts! Program being a countywide effort, there is little doubt that we will achieve these goals. The program and its success have truly created a win-win situation for everyone involved.

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Title: Questionnaire/Survey Design

Most obvious regarding questionnaire design is why one should administer a questionnaire. The questions are preordinate and they force responses into prespecified categories. So if one does not have strong ideas about the phenomenon of interest, then one is better off conducting case studies. However, if one can ask appropriate, purposeful questions, then a questionnaire or survey is more useful. In this way, responses to pointed questions will add to the already semi-understood phenomenon.

The purpose of a questionnaire should be a factor in its design. It should dictate dimensions covered by the questionnaire.

Prior to describing techniques for measuring attitudes, it is first necessary to describe the cornerstone of every measurement or assessment technique: validity. There has been a paradigm shift in the conception of validity. Instead of treating content validity, criterion-related validity and construct validity as separate entities, the focus of validity is now on the meaningfulness of inferences and uses of attitude results. However, under a different guise , judges still rate items as being part of different categories and for technical quality. The ratings are part of the process of assessing content relevance and content representativeness.

Because attitude items can be highly reactive, respondents may structure responses to make impressions. To offset this tendency, people should be asked to respond anonymously to attitude scales.

There are several types of items used to measure attitudes. The Likert scale and the Semantic Differential are both summative scales that produce a total score. There are different forms of Likert scales. The most common scale goes from strongly agree to strongly disagree. In positively worded statements as "Bob is a good teacher," there is a flaw. The wording is not strong enough. Respondents may disagree because they believe Bob is an outstanding teacher. Therefore, strongly worded statements are preferable. Half of the items should alternatingly be worded positively and half worded negatively to prevent acquiescence or selecting the same choice for each item. There are other types of Likert scales such as "always", "usually", "sometimes" and "never." The direction of the poles of the Semantic Differential should also be reversed every other item. Using "check as many as apply" creates some analysis problems since each option must be treated as a separate variable and it is difficult to interpret patterns of responses.

A questionnaire is conducted in two stages: pilot form and final form. Items should be

written with different degrees of acceptance or rejection. One should try to use simple sentences and avoid double negatives, and should then pilot test the draft form and select those items that best correlate with the total score.

Reliability is also important for a questionnaire. It refers to the consistency of the items. A highly reliable questionnaire means that the items are measuring very similar things. Reliability is usually determined using internal consistency methods with one administration of the questionnaire.

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Title: Serving Students with Disabilities

Camden County College has been serving students who are deaf or hard of hearing since 1988. Several programs that support the deaf and hard of hearing communities are offered. These include:

- MidAtlantic Postsecondary Center for the Deaf and Hard of Hearing (a New Jersey Regional Center)
- South Jersey Evaluation and Employment Services for the Deaf
- Interpreter Education and Sign Language Studies Programs
- Happy Hands Summer Day Camp for Children who are Deaf or Hard of Hearing.

In addition to these programs, the National Technical Institute of Technology, a college of Rochester Institute of Technology, has designated Camden County College as the Northeast Technical Assistance Center's (NETAC) State Site for New Jersey. As the NETAC State Site for New Jersey and as a New Jersey Regional Center, Camden County College is responsible for providing technical assistance to postsecondary institutions on how to best serve students who are deaf or hard of hearing. Our technical assistance activities include conducting conferences and workshops, handling individual requests for information, and modeling and promoting best practices.

This session focused on the modeling and promoting of C-Print™ captioning. C-Print is a new technology developed by the National Technical Institute for the Deaf that aids students who are deaf or hard of hearing in the classroom. With this technology, students receive a visual display of the teacher's lecture during class and a set of comprehensive notes after the class. A C-Print captionist types a teacher's lecture and students' comments into a laptop computer. The typed information is displayed simultaneously on a second laptop or television monitor for students to read during class. Afterward, the printed text is available to students for study purposes. The technology uses a laptop computer and specialized software. The software provides text display, abbreviation expansion and remote communication. The captionist receives training in an abbreviation system to reduce keystrokes, and in text condensing strategies. The captionist types as much information as possible, providing a more complete representation of what was said than summary notes.

Camden County College piloted C-Print captioning on its campus in fall 1997. The students who initially used the system were so delighted with the access to information in the classroom that services were expanded. Often students who are relying on notetakers and lipreading miss much of the information presented in the class. Class discussions are extremely difficult for these students to follow. With C-Print, students are able to participate more fully in the classroom.

As positive feedback from students was received, Camden County College began promoting C-Print throughout the state at both the secondary and postsecondary levels. In summer 1998, Camden County College offered the first C-Print training in the state. Since then training has been offered each summer. Currently there are seven high schools and three colleges using C-Print in New Jersey as well as many others throughout the country.

As the benefits of this new technology to students are fully realized, the demand for services will increase. Camden County College is proud to have been on the cutting edge of offering and promoting C-Print captioning.

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County Colleges

Title: Serving Students with Disabilities:

Vertical/Horizontal Integration of Services to Retain Students with Disabilities

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The Americans with Disabilities Act (ADA) sets forth certain legal guarantees and protection from discrimination to persons who are certified with a disability. A little more than 10 years after its enactment, the legislation remains a challenge to institutions of higher learning as they try to keep abreast of continuing court interpretation and implication of the law as it affects student services and retention of students with disabilities.

Cumberland County College has established a single point of contact for all students with disabilities. The role of the Office of Student Disabilities is to serve as a clearinghouse for certifying a student's disability, determining the nature and severity of the disability, issuing and facilitating any appropriate accommodations, monitoring and following up on implementation of accommodations. Functionally, it is lodged within the Division of Student Affairs but operationally it crosses all departments on campus, has access to and often advocates for student interests that cross departmental lines or may involve multiple departments on campus. Whatever the need, the Office of Disabilities coordinator has full authority to issue accommodations which align college policy with ADA mandates.

There are three major categories of students with disabilities: 1) learning disabilities, which comprise the largest grouping of students on most college campuses; 2) students with physical/physiological disabilities; and 3), students with emotional/psychological disabilities. The office receives referrals from all segments of the college community, from enrollment services to classroom instructors, from counselors to community-based organizations and high school personnel. Interestingly, the self-referred student is the largest referral source for the college.

The office might determine a number of academic adjustments and services for students with disabilities. Academic adjustments may include note-takers, transcribers, readers, extended test time, proctored out-of-class testing, alternative testing, and relevant course substitutions. Assistive technologies include computerized dictionaries, Kurzweil Personal Reader, voice synthesizers, visual tech enlargers, bold line duplicate paper, tape recorders and magnifying lenses. Workshops for faculty include information about referring students, working with classified students, characteristics of learning disabled students as well as information about learning styles and compensatory strategies which enhance the learning experience for students with disabilities. Once an accommodation is issued by the office, it becomes a legal mandate for the college and the classroom instructor.

A number of studies have suggested that programs for students with disabilities tend to be fragmented and diffused throughout most institutions of higher education. Students are often frustrated by the "scattering" of services. Cumberland's single point of contact has been an efficient, less costly, and streamlined process for serving

students with disabilities. It centralizes functions within one office and creates a consolidated data bank upon which the college can draw to address other concerns and issues of compliance.

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County Colleges

Title: Serving Underprepared Populations:

Atlantic City First - A Job Readiness Program of Atlantic Cape Community College

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In March 1999, the New Jersey Department of Labor awarded Atlantic Cape Community College a customized training contract to provide a program, named Atlantic City First (ACF), to help welfare-to-work adults and the chronically unemployed and underemployed gain the skills they need to get and keep entry-level jobs in the hospitality industry.

Working in collaboration with state, county, and local government agencies, employers in the Hospitality Industry, and community and faith-based organizations, ACF implemented a program with four major components:

- Soft Skill Building: Job Readiness Course – a 140-hour life skill and employment readiness program; Job Readiness Beyond Bars – a transitional life skill and employment readiness program at the county jail; the Hispanic Employment Initiative Program – an out-based English as a Second Language (ESL) and job readiness course for Spanish-speaking adults.
- Hard Skill Building: ESL, Adult Basic Skills and GED Preparation, Computer Clerical Work Simulation, and Cashier Work Simulation.
- Recruitment and Job Search: Provide monthly job fairs for graduates with participating employers and individual job-search under the direction of a corps of Job Coaches.
- Job Retention Services: Job Coach services for up to two years for retention monitoring and advancement in career path.

The profile of the participants during the first two years was:

- 70 percent were women
- 54.3 percent were African American, 18.2 percent were Hispanic, and 6.5 percent were Asian
- 13 percent of all participants were non-native English speakers
- 67.5 percent received some form of public assistance
- 39.2 percent never held a paying job
- 49.1 percent did not have a high school degree or GED
- 7.5 percent had less than an eighth grade education
- 82.9 percent scored at a literacy grade equivalency of less than ninth grade and 50 percent of those scored at less than a fifth grade literacy level

At the close of the program's second year, 1,328 people had applied for ACF job readiness services. Of those, 725 had enrolled and 519 (72 percent of enrollments) completed the course and 404 (78 percent of completions) had obtained full-time employment. Retention beyond 90 days for the first year participants was 88 percent.

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Title: Serving Underserved Populations

At the New Jersey Council of County College's Best Practices Conference, Ed McDonnell worked with Atlantic Cape Community College representatives to present "Serving Underprepared Populations." Ed McDonnell's portion of the presentation highlighted Camden County College's partnership with the Camden County Correctional Facility in providing computer training to inmates. This 45 hour training program provides skills in keyboarding, introduction to computers, and Windows 98, that are essential to securing employment upon release from incarceration. Over the past year, Camden County College's Division of Continuing Education has trained over 220 inmates in these applications. Inmates gain marketable skills and receive Certificates of Completion from Camden County College.

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Middlesex County College

Title: Skills for Academic Success:

Project Connections – An Innovative Support Service for Students with Learning Disabilities. Middlesex County College.

The session described the Project Connections Program, a comprehensive psycho-educational support service for students with learning disabilities. The project is primarily funded by federal and College funds and originated in 1984. In 1987, the program was designated as a Regional Center. Today it is one of nine regional centers in the State that provides services to students with disabilities. New Jersey trends of enrolled students with disabilities were reviewed, noting that the most prevalent disability type is a learning disability.

A formal and working definition of a learning disability was reviewed. The project serves 160 students who have the potential and motivation to succeed in College. A formal application procedure exists, including an interview.

The program was described in detail including the philosophy that students with learning disabilities are more successful when they are linked with support services and form a "connection". The project provides both counseling and educational support. Counseling support focuses on a great deal of pre-admission and transitional support, family orientation, academic, personal and career counseling, and instruction in career and educational planning. Academic support includes individual and group tutorial support, adapted testing services, accommodation coordination, an adapted technology lab and instruction in learning strategies, study skills and technology. The program also supports a leadership program and a student organization. The professional team of approximately 16 individuals is comprised of counselors, learning specialists, tutors, technology assistant and test technician.

Outcome data were discussed. The project has shown that with intervention students with learning disabilities perform better than similar students who do not have learning disabilities. Retention rates for project participants are more than 30 percent higher than matched students are. Graduation statistics for project participants exceed the institutional graduation rate for all students, even those not requiring any remedial support. 1999-2000 data indicated that 11 percent of the participants graduated, while 18 percent transferred.

Presented by:

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Title: Strategic Planning for Smarties:
Achieving Hierarchical Cross-Institutional Synergy & Excellence

This presentation emphasized the complexity of implementing a strategic plan once the institutional planning process is completed. The discussion centered on the importance of unifying planning efforts within a system of governance and management where the individual's values are integrated with institutional values. A great deal of research supports the opinion that strategic planning is an institutional endeavor that should be implemented universally by decision-makers, leaders, followers, and all college stakeholders. These ideals were a guiding point of the strategic planning and departmental planning initiatives reviewed in this presentation. It was further suggested that a gap in the relationship between the ideals of the individual and the goals of colleges still remained upon initial institutional strategic plan implementation.

It was argued that the essence of the problem of implementing plans at most colleges is the lack of shared responsibility. There exists a disconnect between the individuals' values and the organization's values. There are common vision, mission, and value statements established, but there is often no process by which staff and faculty are encouraged to internalize the vision, mission, and values. A process of individual planning and individual appraisal integrated into the current planning scheme was reviewed to demonstrate how a phenomenological process of mission intentionalization might be operationalized.

Through a review of triadic (institutional, departmental, and personal) planning, the presentation emphasized the importance of leaders beginning to realize that the most effective employees are ones who view their career and families as non-competing interests; where higher education institutions transform to become non-competing entities. The presentation centered on a model of three tiered planning where an emphasis on quality became paramount in organizational governance, and where measurements of success emphasized outcomes over process. It was suggested that strategic learning improvements of the future would rely on measures of quality, effectiveness, and outcomes; and that the structures of governance and management would be revised through strategic planning to facilitate results based in shared responsibility and accountability, where a balance between life and work is achieved.

The presentation suggested that the goal of this planning model was the integration of institutional, departmental, and personal missions. As missions are integrated, the values of each component (or level) of the organization become unified (i.e., each person understands his or her role in the organization and their ability and personal power to influence that role). All college administration, faculty, and staff are given greater decision-making power and a larger sphere of influence through the triadic strategic planning process.

This heirarchical system integrates the three levels of the organization into one system uniting the efforts of all individuals, departments, and the institution into a shared vision of the future. Finally, the presenter suggested that for the triadic heirarchical system to be successful, the three levels of performance should be intricately linked to the overall guiding strategy of the organization. This strategy should then be continuously evaluated in a system of data based institutional effectiveness.

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Title: Targeting Community Partnership with Cost Effective Results

Establishing collaborative relationships with targeted groups in a community is a cost effective way to develop and market new programs. Since the individuals with a mutual interest or common need already form a group, developing new programs through these groups can significantly expedite the process.

A certificate in Nonprofit Management at Mercer was developed, implemented and marketed through a grass roots annual conference, "Community Works," conducted in January 2000. Sponsored by the Rotary Club of Princeton, the Steering Committee for the conference consisted of 33 organizations, with the majority being the nonprofit organizations in the community. All of the steering committee meetings prior to the conference served as natural focus group meetings for the new certificate program. The certificate was mentioned as a follow-up training to the annual conference.

Since the inception of the program, each of the five core courses has been attended by 25 to 35 people without much marketing effort. Judging from the attendance, as well as the verbal and written evaluations received, this program has been successfully launched with very limited additional resources.

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County Colleges

Title: Tax Shelters

Section 125 of the Internal Revenue Service Code allows organizations to design a Flexible Spending Plan, which can save employees taxes on their income.

Employees may spend a large portion of their pay on major medical, dental, vision, prescription drug and dependent care expenses. However, the Section 125 Cafeteria Flexible Spending Plan may help employees save money on taxes.

Costs for health care premiums, including life and disability insurance, can be deducted from gross income, thereby lowering the total income on which taxes are calculated. Qualified medical expenses include:

- Insurance co-payments
- Insurance deductibles
- Eye glasses, contact lenses and contact lens solutions
- Prescription drugs
- Fees for physicians, dentists, orthodontists, chiropractors, etc.

Saving Taxes on Dependent Care Expenses:

Employees may also save money on dependent care through the Section 125 Cafeteria Spending Plan. Up to $5,000 for dependent care may be sheltered from taxes.

Dependent care covers the cost of day care for:

- Dependent children under the age of 13 who qualify as tax dependents
- Anyone claimed as a tax dependent because of physical or mental inability to care for himself/herself, such as dependent parents.

Saving Money for the Institution:

A community college may also save a significant amount of money when it establishes a Section 125 Cafeteria Flexible Spending Plan. When employee income is reduced, colleges may realize a savings in FICA and FUTA taxes.

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Title: Using Web Sites for Marketing and Public Relations

Every community college in New Jersey and the nation is grappling with the power (and pitfalls) of rapidly changing communication channels. While many schools have honed their in-person and print marketing/PR methods, the Internet raises new questions and learning curves even for the most seasoned practitioners.

Since no one college has cornered the market on best practices in this emerging arena, representatives from four community colleges* and a marketing professional /E-Commerce instructor presented a forum on how their colleges/clients are using the World Wide Web to further their marketing/ public relations goals and objectives.

Carol Paprocki, assistant director of college relations at Burlington County College, and webmaster for its award-winning site, moderated. She offered a framework of questions that colleges should assess before and during any Web overhaul: Who are your target audiences? What's your goal(s): awareness, information, registration? Will your site be static or interactive? Will you produce it totally in-house or seek an outside vendor? What criteria can be used to assess outside vendors? Will you sign on with one of the new portal services such as Campus Cruiser? Who owns the site: College Relations or your college's tech department? How will you seek input for the site: a formal committee or informal interviews, etc? How will you build buy-in from the college community, particularly from those faculty and staffers who may not want to conform to the new look and feel? How will you test the site and measure its success?

To answer how some colleges have addressed these issues, Paprocki introduced the following panelists and topics:

Marta Kaufmann, now at Bucks County Community College, spoke on Teaming Up for Web Success based on her experiences while the executive director, marketing and college relations, at Mercer County Community College. MCCC, under Kaufmann's coordination, developed its web site entirely in-house by forming a college-wide team that called itself the WWWebbers. Working under a tight time frame, this dedicated group of volunteers mapped out a functional site without the contention and upheaval that sometimes accompanies other colleges' Web team special interest groups.

Chip Stoll, Office of Information Technology, Ocean County College, presented his college's decision process and early experiences as New Jersey's first college to implement Campus Cruiser—A New Web Template Portal. This portal allows OCC to bolster its existing Web site presence by offering the opportunity to send e-mail, access campus and worldwide news, send and receive homework, design personal Web pages and more.

Jim Shulman, President, Marketing Results, and Instructor, E-Commerce Certificate Program, West Chester University, covered Trends in E-Marketing with a discussion of

what makes a good Web site (targeted audience, quick load time, easy navigation) and ways to integrate print and Internet campaigns to drive traffic to the site. Looking ahead, Shulman discussed the potential for targeted e-mail marketing.

*Geoffrey Pettifer, Director of College Marketing, Atlantic Cape Community College was to have presented Web Site: The New Marketing/PR Tool, an online sampling of effective web sites, but was unable to attend due to snow conditions.

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